

**THE EFFECTIVENESS OF DIALOGUE TECHNIQUE
TOWARD STUDENTS' ENGLISH SPEAKING SKILL
AT STATE SENIOR HIGH SCHOOL 1
CERENTI KUANSING REGENCY**



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PEKANBARU
1433 H/2012 M**

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Thesis

Submitted as Partial Fulfillment of the Requirements
For Getting Bachelor Degree of Education



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ABSTRACT

FITRIANI (2012): The Effectiveness of Dialogue Technique toward Students' English Speaking Skill at State Senior High School 1 Cerenti Kuansing Regency

This research was experimental research. It was investigated to know the effectiveness of dialogue technique toward students' English speaking skill at State Senior High School 1 Cerenti Kuansing Regency and the factors influence dialogue technique toward students' English speaking skill at State Senior High School 1 Cerenti Kuansing Regency. The subject of this research was the second year students at State Senior High School 1 Cerenti Kuansing Regency. The second year students consisted of three classes (90 students). The writer took XI 2 and XI 3 (60 students) as the sample of the research. The way in choosing this sample was cluster technique.

The instruments of this research were observation sheet and test. The observation sheet was used to know the implementation of dialogue technique applied in the class followed by the students and test was used to know data on the students' speaking skill. Whereas, to analyze the data, the writer used t-test. The formula was:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Finally, based on the writer's findings, the score of t-test is 6.95 then it was consulted to t-table with df = 60 found that at significant level 5% = 1.671. Finally, t-test score is higher than t-table (6.95 > 1.671). Therefore, it can be interpreted that there is significant effect of dialogue technique toward students' English speaking skill at State Senior High School 1 Cerenti Kuansing Regency. In addition, the most factors that influence the students' speaking skill using dialogue were giving attention to the teacher's explanation about dialogue technique, receiving the goal explained by the teacher, choosing their groups directly and giving attention when teacher gives feedback on grammar or pronunciation problems.

ABSTRAK

Fitriani (2012): Efektivitas Teknik Dialog terhadap Keterampilan Berbicara Bahasa Inggris Siswa di SMA Negeri 1 Cerenti Kabupaten Kuansing

Penelitian ini merupakan penelitian eksperimen. Penelitian ini dilakukan untuk mengetahui efektivitas teknik dialog terhadap keterampilan berbahasa Inggris siswa di SMAN 1 Cerenti Kabupaten Kuansing dan faktor-faktor yang mempengaruhi teknik dialog terhadap keterampilan berbahasa Inggris siswa di SMA Negeri 1 Cerenti Kabupaten Kuansing. Subjek penelitian ini adalah siswa kelas dua SMA Negeri 1 Cerenti Kabupaten Kuansing. Siswa kelas dua terdiri dari tiga kelas (90 siswa). Penulis mengambil XI 2 dan 3 XI (60 siswa) sebagai sampel penelitian. Cara memilih sampel menggunakan teknik cluster.

Instrumen penelitian ini adalah observasi lembar dan tes. Lembar observasi digunakan untuk mengetahui pelaksanaan teknik dialog di kelas yang diikuti oleh siswa dan tes digunakan untuk mengetahui data tentang keterampilan berbicara siswa. Sedangkan untuk menganalisis data, penulis menggunakan uji-t. Rumusnya adalah:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Akhirnya, berdasarkan temuan penulis, nilai t-tes adalah 6,95 kemudian dikonsultasikan ke t-tabel dengan df = 60 ditemukan bahwa pada tingkat signifikan 5% = 1,671. Akhirnya, skor t-tes lebih tinggi dari t-tabel (6,95 > 1,671). Dengan demikian dapat diartikan bahwa ada pengaruh yang signifikan penggunaan teknik dialog terhadap keterampilan berbahasa Inggris siswa di SMA Negeri 1 Cerenti Kabupaten Kuansing. Selain itu, faktor yang paling mempengaruhi keterampilan berbicara siswa menggunakan dialog adalah memperhatikan penjelasan guru tentang teknik dialog, memahami tujuan yang dijelaskan oleh guru, memilih kelompok secara langsung dan memperhatikan ketika guru memberikan umpan balik pada masalah tata bahasa atau pengucapan .

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is a tool to communicate naturally among society to express opinion as a social behaviour form. Speaking achievement is also an ability to arrange sentences because communication happens by using sentences to present difference of various behaviours from different society.

Traditional classroom speaking often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct or predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question. In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants have to clarify their meaning or ask for confirmation of their own understanding.¹

In addition, in education environment, all students are claimed to speak in learning process skilfully. The students have to express their idea. They also have

¹ Kimtafsirah, *et al.*, *Teaching Speaking*, (Jakarta: MGMP Bahasa Inggris, 2009), p. 2.

to answer questions or raise questions well during teaching and learning process. When doing discussion, they are claimed to tell their opinion skilfully, holding opinion, expostulating opinion of other students, or influencing other students to follow their idea. Many students cannot speak formally (speaking in front of many people), even though only raising question, it is difficult to be done.²

Speaking should be taught to the students in senior high schools including State Senior High School 1 Cerenti Kuansing Regency. The school use special curriculum in teaching English especially speaking skill. The curriculum is developed from KTSP. In teaching speaking skill, the standard competency of the curriculum states that the students should be able to express formal transactional conversation and sustained accuracy, fluency, and responses of the daily activity contexts.

In the curriculum is also stated that there is base competency. In the base competency is stated that the students should be able to express the meaning in transactional (to get things done) and interpersonal communication of certain situations accurately and fluently that cover the following areas such as expressing surprises, warning, asking for suggestions and permission, expressing feelings; relief, pain, pleasure, asking for opinions, and expressing satisfactions and dissatisfactions.³

By using the curriculum is hoped that the teacher applies appropriate and strategy in teaching and learning process especially in teaching speaking. The

²Kimtafsirah, *et al.*, *Ibid*, p. 2

³Depdiknas, *Standard Kompetensi and Kompetensi Dasar Tingkat SMA/MA*, (Pekanbaru: Dikpora, 2006).

approach that is used by the teacher should be communicative approach. In communicative approach, language is primarily a tool of communication. Thus, learning a language means learning to perform communicative speech acts with it.⁴

In the implementation of curriculum, the teacher uses conversation in the textbooks in teaching speaking. The teacher only asks the students to read conversation in the textbook and then memorize the conversation and at the last they are asked to practice the conversation in the front of the class. Based on the writer's observation in the class, more problems faced by the students can be seen from the symptoms below:

1. Some of the students have difficulties in expressing surprises
2. Some of the students are not able to express warning
3. Some of the students are not able to ask for suggestions and permission
4. Some of the students are not able to ask for suggestions and permission
5. Some of the students are not able to express feelings
6. Some of the students are not able to express satisfactions and dissatisfactions

Based on the problems above, it can be seen that textbook conversation is not effective in teaching speaking. The problems might come from the students, and the teacher in applying the method in teaching –learning process.

⁴Depdiknas, *Ibid.*

Furthermore, the writer will use dialogue to help students in increasing students' speaking skill. Dialogue is a group of people who talk together in order to explore their assumptions of thinking, meaning, communication, and social effectiveness. It is an activity to take advantages from people's ideas. It can be used to increase our egoism.⁵

Based on the explanation above, dialogue is a group of people who talk together in order to explore their assumptions of thinking, meaning, communication, and social effectiveness. It agrees to leave behind debate tactics that attempt to convince and talk from their own experience on subjects that are improvised on the spot. In school context, Dialogue will helps the students practice in speaking because they are asked to expose their opinions or ideas in dialogue activity.

From the explanation above, the writer is interested in carrying out a research entitled: "The Effectiveness of Dialogue Technique toward Students' English Speaking Skill at State Senior High School 1 Cerenti Kuansing Regency".

B. Definition of the Key Terms

In order to avoid misunderstanding and misinterpretation in this research, the researcher will narrate some definitions of the key terms. They are as follows:

1. In language teaching, dialogue means a model conversation, used to practice speaking. It is often written to practice language items, contain

⁵ Muhammad Abdul Jawwad, *Kiat Sukses Berdialog*, (Jakarta: Amzah, 2005), p. 1.

simplified grammar and vocabulary and so many that are rather different from real-life conversation.⁶ In this research, dialogue means a technique that will be used to increase the students' interest in learning speaking.

2. Speaking comes from word "speak" it means to talk somebody else about something to have a conversation with somebody.⁷ In this research, speaking means the students' ability in applying English speaking skill.

C. Problems

1. Identification of the Problem

From the background of the problem above, it can be identified some problems dealing with the second year students of State Senior High School 1 Cerenti Kuansing Regency. The identification of the problems is as following:

- a. Why do some of the students have difficulties in speaking English?
- b. Why do some of the students fail to improve their speaking skill?
- c. Why do some of the students find difficulties in saying something to each other spontaneously?
- d. Why are only few of the students active to communicate in English?
- e. Are some of the students' confidences when they are speaking with each other?

⁶Richards, Jack C. *et al.*, *Language Teaching and Applied Linguistics*, (Malaysia, VVP, 1999), p. 107.

⁷Hornby, AS, *Oxford Advanced Learner's Dictionary (Sixth Edition)*, (Oxford: Oxford University Press, 2000), p. 20.

2. Limitation of the Problem

In this research, it is necessary to limit the problems. The problem is focused on the effectiveness of dialogue technique toward students' English speaking skill at State Senior High School 1 Cerenti Kuansing Regency.

3. Formulation of the Problem

The problem of this research can be formulated in the following questions:

- a. Is there any significant difference of students' English speaking skill at State Senior High School 1 Cerenti Kuansing Regency taught by dialogue technique and taught without dialogue technique?
- b. What are the factors that influence dialogue technique toward students' English speaking skill at State Senior High School 1 Cerenti Kuansing Regency?

D. Reasons for Choosing the Title

The writer is interested in carrying out this research because of the some reasons as follows:

1. The topic is relevant to the writer as one of the students of the English Education Department.
2. The topic has never been investigated yet by other students of English Department of UIN SUSKA Riau
3. The topic is very important to be discussed because speaking achievement is very crucial in mastering English.

4. To know the use of dialogue technique to increase students' interest in speaking English.

E. Objective and Significance of the Research

1. The Objective of the Research

- a. To find the effect of significant difference of students' English speaking skill at State Senior High School 1 Cerenti Kuansing Regency taught by dialogue technique and taught without dialogue technique.
- b. To find the factors that influence dialogue technique toward students' English speaking skill at State Senior High School 1 Cerenti Kuansing Regency.

2. The Significance of The Research

By doing the research, the writer hopes that it can be:

- a. To enlarge writers' knowledge about the real teaching process
- b. To fulfil one of the requirements of S.1 degree of English education department of education and teachers training faculty of UIN SUSKA Riau
- c. To give information to the teacher about dialogue technique in teaching speaking.

CHAPTER II

THEORETICAL FRAMEWORK

A. Speaking

1. The Nature of Speaking Skill

Speaking skill is the process of building and sharing meaning by verbal and non-verbal symbols. Speaking ability is a crucial part of foreign language learning and teaching. However, today's world requires the goal of teaching speaking ability that can improve students' communicative skills because students can express themselves and learn how to use a language.

Speaking skill is a tool to communicate naturally among society to express opinion as a social behaviour form. Speaking skill is also an ability to arrange sentences because communication happens by using sentences to present difference of various behaviours from different society.¹

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information². Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off

¹Novia, T, *Strategy to Improve Students' Ability in Speaking*, (Padang: UNP Padang, 2002).

²Brown, H.D, *Teaching by Principles: an Interactive Approach to Language Pedagogy*, (Englewood Cliffs, NJ: Prentice Hall Regents, 2001), p. 255.

from work), can be identified and charted. For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.³

Based on the explanation above, speaking skill is dialogue because speaking ability involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional). Students need to know how speakers differ from one another and how particular circumstances call for different forms of speech. They can learn how speaking styles affect listeners. Thus, the rate at which they speak, the volume and the precision of pronunciation may differ substantially from one situation to another. It is useful for students to know that speech should differ in formality, such as when speaking to a judge, a teacher, a parent or a playmate.

³Burns, A, & Joyce, H, *Focus on Speaking*, (Sydney: National Centre for English Language Teaching and Research, 1997).

2. The Components of Speaking Skill

The languages learners need to recognize that speaking skill involve three knowledges:⁴

- 1) Mechanics (pronunciation, grammar, and vocabulary). The language learner should use the correct words in the right order with the correct pronunciation.
- 2) Functions (transaction and interaction). The language learner should know when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- 3) Social and culture rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants). The language learner should understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Based on the explanation above, the components of speaking skill involves mechanics that covers pronunciation, grammar and vocabulary. Producing the sounds, stress patterns, rhythmic structures, and intonations of the language, using grammar structures accurately, selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs, paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and

⁴Kalayo Hasibuan and M. Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Riau: UIN SUSKA Riau, 2007), p. 113.

complexity of grammar structures to maximize listener comprehension and involvement.

3. Factors That Influences Speaking Skill

According to Brown, there are some cases in speaking skill,⁵ they are:

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learner can capitalize on this feature of spoken language.

3) Reduced Forms

Contraction, elisions, reduced vowels, etc, all from special problem teaching spoken English.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, back tracking, and correction.

⁵Brown, HD, *Op Cit.*, p. 256.

5) Colloquial Language

Acquaint the words, idioms and phrases of colloquial language and get practice in producing these forms.

6) Rate of Delivery

Achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm, and Intonation

The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation

Based on the explanation above, it can be concluded that there are many factors that influence speaking skill, such as clustering, redundancy, reduced form, performance variable, colloquial language, rate of delivery, stress, rhythm, intonation and interaction.

4. Measuring of Students' Speaking Skill

There are five aspects which are generally recognized in analyzing speaking skill such as pronunciation, grammar, vocabulary, fluency and comprehension.

1) Pronunciation

Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. Pronunciation is the ways of certain sounds are produced. In communication process, one needs to pronounce and to produce the words uttered clearly and correctly in order to miscommunication.⁶

2) Grammar

Grammar remains us how to make the use of words: that is to say, it teaches us how to make the use of them in proper manner, to be to choose the words which ought to be placed. We must be acquainted with certain principles and rules constitute what is collect grammar.⁷

3) Vocabulary

Vocabulary is one of word include in language, have many words that must mastery by who person to speak or writing something. Vocabulary is the acquisition of an adequate, vocabulary as essential for successful second language use, because without an extensive vocabulary we will be unable to use the structures and the function that we have learned fir comprehensible communication. It means that vocabulary mastery is one of the important components in communication.⁸

⁶Richard, Jack C, *et. al.*, *Language Teaching Applied Linguistics*, (Malaysia,VVP, 1999), p. 297.

⁷Nunan, David, *Language Teaching Methodology a Text Book for Teacher*, (New York: Pieties Hall, 1991), p. 296.

⁸Nunan, David, *Ibid*, p. 117.

4) Fluency

According to Brown, fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility.⁹

5) Comprehension

In brief speaking requires that not only know how to produce specific points of language includes grammar, pronunciation, vocabulary, and fluency, but also to understand the when, why, and in what ways to produce the language.

Based on the explanation above it can be summarized that students' speaking skill can be measured on the aspects of pronunciation, grammar, vocabulary, fluency, and comprehension. A learner involved in the exchange with the salesperson described previously must know the usual pattern that such an interaction follows and accesses that knowledge as the exchange progresses. The learner must also choose the correct vocabulary to describe the item taught, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service.

⁹Brown, H. Douglas, *Op. Cit.*, p. 254.

B. Dialogue

1. The Nature of Dialogue

In language teaching, dialogue means a model of conversation, used to practice speaking. It is often specially written to practice language items, contain simplified grammar and vocabulary and so many be rather different from real-life conversation.¹⁰

In general, dialogue is a special kind of discourse employing distinctive skills to achieve mutual understanding. Linguistically speaking, it is a term used very frequently in applied linguistics to refer to conversations serving to fulfill one or more purposes in language teaching such as contextualizing or setting the scene, focusing the attention on the meaning, familiarization, creation of new utterances, etc. Dialogues are meaningful natural excerpts of conversation focused on one point of English usage and capable of stimulating further conversation. That is to say, a dialogue in foreign language teaching, as we usually understand it, is a natural conversation to be presented either orally or in writing, practiced, and drilled in class.¹¹

Dialogues are a very useful teaching technique once an initial set of vocabulary is understood. The purpose of using a dialogue is to present a situation of real language in which the student role plays in a safe environment before met by the real thing. By using dialogues, the students come to own the language - to internalize the phrases used so they become a part of their repertoire of English.

¹⁰ Richards, Jack C. *et al*, *Op. Cit.*, p. 107.

¹¹ Pigg, Pat, *Choosing and Using Dialogues in TESOL vol.10*, (Charleston Latin, 1976), p. 291.

For this reason, dialogues should be performed with books closed allowing for the students' total attention to be focused on the oral language presented. They should be short, easily repeatable, and use everyday language with a wide application.¹²

Form of dialogue where a group of people talk together in order to explore their assumptions of thinking, meaning, communication, and social effectiveness. This group consists of ten to thirty people who meet for a few hours regularly or a few continuous days. Dialoguers agree to leave behind debate tactics that attempt to convince and talk from their own experience on subjects that are improvised on the spot. People form their own dialogue groups that are usually offered for free of charge.

Dialogues are primarily used to provide speaking practice but can also develop listening. You can use dialogues to introduce and practice a function, structure, or vocabulary, and to illustrate degrees of politeness, levels of formality, and values and attitudes of the target culture. You can also work with students to analyze written dialogues for any of these features. Dialogues are useful for listening to and practicing pronunciation, intonation, and other phonological features.¹³

Gordon Pask in the 1970s states that Dialogue is a cybernetic and dialectic framework that offers a scientific theory to explain how interactions lead to

¹² Iruio, Suzanne, *Teaching Techniques*, (New England Multifunctional Resource Center for Language and Culture in Education, retyped from: <http://www.oneonta.edu/faculty/thomasrl/YaTeachTech.pdf>, 2010).

¹³ Beare, Kenneth, *English Dialogues: Beginner's Dialogues*, retyped from: (http://esl.about.com/od/businessenglishdialogues/a/b_dialogues.htm, 2011).

"construction of knowledge", or, "knowing": wishing to preserve both the dynamic/kinetic quality, and the necessity for there to be a "knower".

The majority of English Dialogues, however, are designed for people who want to improve their English in all skill areas. If this is the type of Dialogue you want to create it is useful to divide the meetings in terms of themes or skills. Each member of the dialogue can choose from a list of dates. You can suggest topic ideas, or ask members to come up with their own. Always give members the option of bringing in their own idea (leave a blank space for other on the theme/skill schedule).

The leader for each meeting is in charge of everything including the warm-up, the focus, and the dividing of members into groups or pairs. This gives everyone in the group of an opportunity to show their leadership and creative skills. If someone is extremely shy and unwilling to be a leader, you can still allow them to join the Dialogue. Perhaps, they will agree to be a leader a few months later in the next session when they have more confidence in English.

Based on the explanation above, the teacher needs some techniques to increase the students' speaking. One of them is by dialogue. The reason is transactional language (dialogue activities) will help the students practice in speech, pronunciation, intonation and stress like the native speaker. Using dialogues can help students to develop their conversation skills is common practice in most English classes. One of the main advantages of using dialogues is that students are given a rubric as a basis on which they can then build. Once they have become comfortable using a dialogue, students can then go on to have

related conversations building on their familiarity with the dialogue and the vocabulary specific to the situation.

2. The Aims of Dialogue

Dialogue is one of the techniques in teaching speaking. It helps the students practice in speech, pronunciation, intonation, stress. Dialogue also increase students' vocabulary. The primary objective of using dialogue is developing student's competence (pronunciation, intonation, stress) in teaching speaking like native speaker. Therefore, in teaching learning uses dialogue(short and long), the students are motivated by the teachers question to reason rather than to recollect. Dialogues is two sides communication, it means we just not have to express something but we should have to understand what another peoples said.¹⁴

Needless to say, the importance of communicative competence in learning a language. In this respect, in an attempt to develop students' communicative competence, a large number of conversations exemplifying real life situations, and communicative activities on all four language skills should be abundantly used in language teaching curriculum. From the dialogue teaching perspective, it can be stated these fours skills are integrated when the principles to be mentioned below are followed. What is intended in dialogue should be not only rules but also communication since knowing just the rules do not always lead to satisfactory

¹⁴Podo and Sulaiman, *Bahasa Sebagai Ketrampilan Suatu Bahasa*, (Bandung: Angkasa, 1995), p. 25.

communication. For that reason, the dialogues to be taught need to convey this issue and they should not totally violate linguistic or social principles.¹⁵

In addition dialogue aims at:¹⁶

- 1) Preventing miscommunication and facilitate a rapport.
- 2) Translating the concept of empathy into a physical action.
- 3) Popularization of the skill rather than the development of the theory.
- 4) The practice (training) which can be managed without an expert.
- 5) Saving time and the cost for practicing the skill.
- 6) A basic skill for a wide use.

As mentioned, dialogues play an increasingly important role for a myriad of language teachers especially in the presentation stage of the lesson. When viewed through teaching materials, it can be said that they are an ideal way of bringing external situations into the classroom and demonstrating the use of the new structure in natural context. Put another way, it certainly offers a milieu where most of the intended teaching points can be practiced without making the lessons boring but more enjoyable. In this respect, it can be added that the use of them in the classroom adequately helps learners grasp the target language more efficiently due to the natural, meaningful contexts they provide with new structures and vocabulary.

¹⁵Hymes, D, *On Communicative Competence In Sociolinguistics*, ed. J.B. Pride; J. Holmes, (Harmondsforth: Penguin, 1972).

¹⁶Asano, Yoshio, *Dialogue Technique*, retyped from: (<http://www.Taiwan.com/English/abouttaiwa.html>, 2009).

In a word, while working on dialogues in the classroom we automatically create an opportunity for learners to practice language in terms of its pronunciation, stress, intonation, pitch etc. Their listening comprehension skills also develop and they learn new vocabulary in the social contexts. Moreover, culture of the target language is presented via the various discourses within dialogues.

3. Procedure of Using Dialogue

There are some procedures in using Dialogue in teaching speaking:

- 1) Prepare the students: give them input (both topical information and language forms), so that they will have something to say and the language with which to say it.
- 2) Offer choices: let the students suggest the topic for Dialogue or choose from several options. Dialogue does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vocation, or new about mutual friends. Weight topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.
- 3) Set a goal or outcome
- 4) Use small groups instead of whole class Dialogue
- 5) Keep it short: give the students a defined period time, not more than 8-10 minutes, for Dialogue. Allow them to stop sooner if they run out of things to say

- 6) Allow students to participate in their own way: not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the Dialogue
- 7) Do topical follow-up: have students report to the class on the result of Dialogue
- 8) Do linguistic follow-up: after the Dialogue is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.¹⁷

Through well-prepared communicative output activities such as Dialogue, you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute their self-confidence as speakers and to their interest to learn more.

In addition, we should keep in mind that dialogues are useful source of materials to present the functional language and students mostly enjoy working on them when they are presented appropriately. We can either teach new vocabulary or stress on the pronunciation or focus on a language item with the help of dialogues regardless of learner's ages and levels. To get learners' attraction and teach the target point, here are some general principles that we can implement in the classroom. Teachers, of course, do not have to rely on these steps; they can

¹⁷ Kalayo Hasibuan and Fauzan Ansyari, *Op. Cit.*, p. 126.

adapt and change them depending on the levels of learners and their intentions etc.

Here are the steps and activities that can be followed while teaching dialogues.¹⁸

- 1) Before presenting the dialogue
 - a. Teach new words and structures (vocabulary and grammar).
 - b. Set the scene for the dialogue. (Using some materials such as stick figure drawings on the blackboard, flannel board figurines, or puppets, or the illustrations in the student's book)
- 2) While presenting the dialogue
 - a. Read the dialogue at normal speed, once or twice, indicating the different speakers as you read. As you read different exchanges, you may change your voice, change your position, use facial expressions and gestures or point to the figurines, pictures or drawings.
 - b. If the books have CDs or cassettes, let students listen to the dialogue a few times so that they can hear the native speakers.
 - c. Read the dialogue again, sentence by sentence and have the students repeat each sentence after you in groups and individually. Split up long sentences for easier repetition, but remember to put the sentences together again.
 - d. Students open their books and read the dialogue aloud. Three or four individual pairs/groups of students should be asked to read. Be

¹⁸Cakır, Ismail, *Bringing External Situations into the ELT Classrooms Through Dialogues*, retyped from: (<http://www.britishcouncil.org/languageassistant-teaching-tips-dialogues.htm>, 2006).

ready to do any pronunciation work at this stage, at the end when students finish reading the dialogue.

- e. Ask questions on the dialogue. These questions should test the students' understanding of the meaning of the dialogue.(Books open or closed.)
 - f. Put key words (cues) or visuals for the dialogue on the board. These should be content, not structure words. Get students, books closed, to reconstruct the dialogue from these key words.
 - g. Mime or various visual aids can be used instead of, or in addition to key words. Three or four individual pairs of students should be asked to reconstruct the dialogue like this.
 - h. Give cues for substitutions in the dialogue. Remember that the substitutions must fit in with the sense of the whole dialogue. Students should also be encouraged to use their own substitutions. We do this step to show that the pattern is not always used in the situation given in the dialogue.
- 3) After presenting the dialogue
- a. Get students to continue where the dialogue stops. (a writing or speaking activity)
 - b. Get students, working in groups, to compose other dialogues arising from the situation of the dialogue (group work, collaborative working).

- c. Gradually erase is another exercise that students enjoy. Teacher puts the dialogue on the board and erases a few words each time. This continues until it is totally erased.
- d. Dictate the dialogue and check the spellings.

C. The Relevant Research

To avoid the same title used in the research, then the writer shows the relevant research, the first, research was done by Sumiati. After doing the research, she found that the students' speaking ability was categorized less. It can be proved by the average percentage was 53, 65%. While to find out the contribution of group work activity toward the students' speaking ability the null hypothesis is accepted. It can be seen r_{table} is higher than r_{ch} whether r observed is 0, 22 while r table is at 5% significant level is 0, 288 and at 1% significant level is 0, 372.¹⁹

Second, research was done by Zulkifli. It was investigated to know the contribution of students' group work participation toward the speaking skill. The subject of this research was the second year students of SMA Negeri 1 Bunut Pelalawan. Finally, based on the writer's findings, the score of F-test was 16.15 then it was consulted to F-table with $df = 38$ found that at significant level 5% = 4.10 and at 1% = 7.35. Finally, F-test = 16.15 was higher than F-table. Therefore, it can be interpreted that there was significant contribution of group work

¹⁹Sumiati, The Contribution of Group Work Activity toward the Students' Speaking Ability at the Second Year of Madrasah Aliyah Hidayatul Mubtadiin Bandar Sungai, (Pekanbaru: UIN SUSKA Riau, Unpublished Thesis, 2006).

participation strategy toward speaking skill at the second year students of SMAN 1 Bunut Pelalawan.²⁰

D. Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation to increase the research. There are two variables used in this research, they are variable X and variable Y. The use of dialogue technique is as Variable X that gives the effectiveness on students' English speaking skill as variable Y. The indicators that will be compared are about students' English speaking skill before and after taught by using dialogue. The indicators are as follows:

1. Variable X (teaching using dialogue technique)
 - a. Before presenting the dialogue
 - 1) Teach new words and structures (vocabulary and grammar).
 - 2) Set the scene for the dialogue.
 - b. While presenting the dialogue
 - 1) Read the dialogue at normal speed, once or twice, indicating the different speakers.
 - 2) Read the dialogue again, sentence by sentence and have the students repeat each sentence in groups and individually.

²⁰ Zulkifli, Contribution of Group Work Participation toward the Speaking Skill of the Second Year Students at SMAN 1 Bunut Pelalawan, (Pekanbaru: UIN SUSKA Riau, Unpublished Thesis, 2011).

- 3) Students open their books and read the dialogue aloud. Three or four individual pairs/groups of students should be asked to read.
 - 4) Ask questions on the dialogue. These questions should test the students' understanding of the meaning of the dialogue.
 - 5) Put key words (cues) or visuals for the dialogue on the board.
- c. After presenting the dialogue
- 1) Get students to continue where the dialogue stops. (a writing or speaking activity)
 - 2) Get students, working in groups, to compose other dialogues arising from the situation of the dialogue.
 - 3) Dictate the dialogue and check the spellings.

2. Variable Y (students' speaking)

- a. The students are able to express their ideas with correct pronunciation in dialogue technique
- b. The students are able to express their ideas by using appropriate vocabularies in dialogue technique
- c. The students are able to express their ideas with good rules and sentences in proper manner in dialogue technique
- d. The students are able express their ideas with fluency and effortless as a native speaker in dialogue technique

- e. The students can express their ideas comprehensible in dialogue technique.

E. Assumption and Hypothesis

1. The Assumption

Before constructing the hypothesis, the writer would like to offer assumptions by using dialogue technique that can improve students' English speaking skill at State Senior High School 1 Cerenti Kuansing Regency.

2. The Hypothesis

Based on the assumptions above, the writer formulates two hypotheses as follows:

Ha: There is significant effect of dialogue technique toward students' English speaking skill at State Senior High School 1 Cerenti Kuansing Regency.

Ho: There is no significant effect of dialogue technique toward students' English speaking skill at State Senior High School 1 Cerenti Kuansing Regency.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was a quasi-experimental research type pre-test and post-test design. This design requires at least two groups (experimental and controlled class). It is administrated a pre-test and treatment. It is post-tested at the end of the study. Post-test score are compared to determine the effectiveness of the treatment.¹ This research consisted of two variables; the independent variable was symbolized by “X”, the use of dialogue technique and the dependent one was as “Y” which referred to students’ English speaking skill. In brief, the research can be designed by following table:

Table III.1
Research Design

Class	Pre-test	Treatment	Post-test
Control	X_1	T	X_2
Experiment	Y_1		Y_2

B. Location and Time of the Research

The research was conducted at the second year students of State Senior High School 1 Cerenti Kuansing Regency. This research was conducted at the second semester starting from September 2011 in academic year 2011/2012 until finish.

¹Gay, L.R and Peter Airasian, *Educational Research*, New Jersey: Prentice-Hall. Inc. 2000. p. 392

C. Subject and Object of the Research

The subject of this research was the second year students of State Senior High School 1 Cerenti Kuansing Regency, while the object of this research was the students' English speaking skill by using dialogue technique.

D. Population and Sample

1. Population of the Research

The population of this research was all the second year students of State Senior High School 1 Cerenti Kuansing Regency and the total population was 90 students. It consisted of three classes and every class consisted of 30 students. (Documentation data of State Senior High School 1 Cerenti Kuansing Regency 2011/2012 academic year). Furthermore, the total of population can be seen from the table below:

Table III.2
The Population of the Research

No	Class	The Number of the Students		Total Population
		Male	Female	
1	XI 1	14	16	30
2	XI 2	16	14	30
3	XI 3	16	14	30
Total		46	44	90

Source: (Document of State Senior High School 1 Cerenti Kuansing Regency academic year 2010/2011)

2. Sample of the Research

From the population of the research, it can be seen that it was very wide, the writer used cluster technique in choosing sample in this research. The technique in taking sample used cluster sampling techniques. The cluster

technique is used to take sample if the object that will be researched is very wide. To decide which one the population that will be taken as sample, the sample is taken bases on the population that specified. ²

Based on the explanation above, the writer wrote in a piece of paper one as an experimental in lotteries form and every chairman got that paper. The class that got experiment class, writer supposed it as a sample class. Finally it was found that class XI 3 was as an experimental class (30 students) and XI 2 was as a control class (30 students). Furthermore, the total of sample can be seen from the table below:

Table III.3
The Sample of the Research

No	Class	The Number of the Students		Total Sample	Sample
		Male	Female		
1	XI 2	16	14	30	Control Class
2	XI 3	16	14	30	Experimental Class
Total		31	29	60	

E. Technique of the Data Collection

The writer used two kinds of instrument in this research. They were:

1. Observation sheet. It was used to find out the implementation of dialogue technique to increase students' English speaking skill. It was used to find the data of factors that influence the students' speaking by using dialogue technique in the classroom. In collecting this data, the writer was helped by

² Sugiyono, Prof. Dr. *Metode Penelitian Pendidikan*. Bandung: Alfabeta. 2008. 121

the English teacher. He observed all the activities applied by the researcher.

2. Recording Test was used to find out the data of students' speaking skill.

The kind of test was recording speaking test. The test consisted of pre-test and post-test. The test was done by giving students some topics and then the students were ordered to make a dialogue. The writer used the following rating sheet from to analyse students' speaking skill. According to Haris, to measure the students' speaking skill can be used by the following aspects:³

Table III.4
The Component of Assessing Speaking Skills

Aspects	Score	Requirement
Pronunciation	5	Have a view traces of foreign accent
	4	Always Intelligible, though one conscious of a define
	3	Accent problems necessitate concentrate listening and occasionally lead to miss understanding
	2	Very hard to understanding because of pronunciation problem. Muss frequently be asked to repeat
	1	Pronunciation problems so several as to make speech virtually unintelligible
Grammar	5	Makes few (if any) noticeable error of grammar or word order
	4	Occasionally makes grammatical and/or word-order error, which do not. However, obscure meaning
	3	Make frequently errors of grammar and word order which occasionally obscure meaning
	2	Grammar and word order errors make comprehension difficult, must often rephrase sentence and or restrict him to basic pattern
	1	Errors and grammar and word order so server as to make speech virtually unintelligibly

³Haris. D.P. *Testing English as a Second Language*. New York: Mc Graw Book Company. 1974.

Fluency	5	Speech as fluency and effortless as that a native speaker.
	4	Speed of speech seems to be slightly affected by language problem.
	3	Speed and fluently rather strongly affected by language problem.
	2	Usually hesitant, often only silence by language limitation.
	1	Speech is also halting and fragmentary as to make conversation virtually
Vocabulary	5	Use of vocabulary idiom is virtually that of a native speaker.
	4	Sometimes uses inappropriate them and/or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses wrong words, compensation somewhat limited because inadequate vocabulary
	2	Misuse use of word and very limited vocabulary make comprehension quit difficult
	1	Vocabulary limitation as extreme as to make comprehension vitally impossible
Comprehension	5	Appears to understand very without difficult.
	4	Understand nearly everything at normal speech although occasionally repetition may be necessary.
	3	Understanding most of what is said at slower that normal speech with repetition.
	2	Has great difficult following what is said. Can comprehend only social conversation, spoken slowly and with frequently repetition.
	1	Cannot be said to understand even simple conversation English

F. The Techniques of Data Analysis

In analysing data, the researcher used score of pre-test and post-test of the students. The scores were analysed by using statistical analysis t_{test} , variance, and homogeneity should be found first. Homogeneity test is used to find out whether

the two classes have homogenous variance or not. The process to analyse the data is as follows:⁴

1. Find out homogeneity test. The formula is as follows:

$$f_{calculated} = \frac{\text{the greater variance}}{\text{the lesser variance}}$$

2. Find out the means score of control (M_x) and means score of experiment class (M_y). The formula is as follows:

$$M_x = \frac{\sum x}{N} \text{ and } M_y = \frac{\sum y}{N}$$

Where:

- M_x = Mean score of control class
- M_y = Mean score of experiment class
- x = Difference score of control class
- y = Difference score of experiment class
- N = Number of students

3. Find out the variance of control class ($\sum x^2$) and the variance of experiment class ($\sum y^2$). The formula is as follows:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N} \text{ and } \sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where:

- x^2 = Variance of control class
- y^2 = Variance of experiment class
- x = Difference score of control class
- y = Difference score of experiment class
- N = Number of students

⁴ Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta, 2006. p. 311

4. Find out t-test statistic. The formula is as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Where: t = The t-test statistic

M_x = Mean score of control class

M_y = Mean score of experiment class

x^2 = Variance of control class

y^2 = Variance of experiment class

 N = Number of students

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

1. The Description of the Research Variable

This research consisted of two variables; they were X, which referred to the use of dialogue technique, and Y was students' speaking skill at the second year students of State Senior High School 1 Cerenti Kuansing Regency. Therefore, X was an independent variable and Y was a dependent variable.

2. Data Presentation

a. Pre-Test of Experiment Class

Table IV.1
Students' Speaking Skill Score in Pre-Test of
Experiment Class

SAMPLE	SCORE		
	RATER I	RATER II	FINAL TOTAL
<i>Student 1</i>	10	12	11
<i>Student 2</i>	10	10	10
<i>Student 3</i>	12	12	12
<i>Student 4</i>	11	11	11
<i>Student 5</i>	10	10	10
<i>Student 6</i>	10	10	10
<i>Student 7</i>	10	8	9
<i>Student 8</i>	9	11	10
<i>Student 9</i>	8	12	10
<i>Student 10</i>	11	11	11
<i>Student 11</i>	10	10	10

<i>Student 12</i>	10	8	9
<i>Student 13</i>	11	11	11
<i>Student 14</i>	11	11	11
<i>Student 15</i>	10	10	10
<i>Student 16</i>	10	10	10
<i>Student 17</i>	10	10	10
<i>Student 18</i>	10	10	10
<i>Student 19</i>	10	10	10
<i>Student 20</i>	10	10	10
<i>Student 21</i>	10	10	10
<i>Student 22</i>	10	10	10
<i>Student 23</i>	10	12	11
<i>Student 24</i>	10	10	10
<i>Student 25</i>	10	12	11
<i>Student 26</i>	10	10	10
<i>Student 27</i>	10	8	9
<i>Student 28</i>	10	10	10
<i>Student 29</i>	13	13	13
<i>Student 30</i>	8	10	9
TOTAL	304	312	308
AVERAGE	10.13	10.40	10.27

Based on the table above, it can be seen that the total of students' speaking skill at Rater I is 304 and average is 10.13 and Rater II is 312 and average is 10.40. Furthermore, final score of students' speaking skill in pre-test of experimental class is 308 and average is 10.27. In addition, to know the students' speaking skill score in all aspects can be seen in the following table:

Table IV.2
Students' Speaking Skill Score in All Aspects in Pre-test
of Experiment Class

NO	SPEAKING ASPECTS	RATER I		RATER II	
		TOTAL SCORE	AVERAGE	TOTAL SCORE	AVERAGE
1	Pronunciation	59	1.97	61	2.03
2	Grammar	61	2.03	60	2.00
3	Fluency	60	2.00	64	2.13
4	Vocabulary	64	2.13	65	2.17
5	Comprehension	60	2.00	62	2.07

Based on the table above, it can be seen that the total score of students' speaking skill in pre-test can be explained that at Rater I, the total score of pronunciation aspect is 59 and average is 1.97, grammar is 61 and average is 2.03, fluency is 60 and average is 2.00, vocabulary is 64 and average is 2.13 and comprehension is 60 and average 2.00. While at Rater II, the total score of pronunciation aspect is 61 and average is 2.03, grammar is 60 and average is 2.00, fluency is 64 and average is 2.13, vocabulary is 65 and average is 2.17 and comprehension is 62 and average 2.07.

b. Pre-Test of Control Class

Table IV.3
Students' Speaking Skill Score in Pre-Test of
Control Class

SAMPLE	SCORE		
	RATER I	RATER II	FINAL TOTAL
<i>Student 1</i>	10	12	11
<i>Student 2</i>	10	10	10
<i>Student 3</i>	12	12	12

<i>Student 4</i>	11	11	11
<i>Student 5</i>	10	10	10
<i>Student 6</i>	10	8	9
<i>Student 7</i>	11	11	11
<i>Student 8</i>	11	11	11
<i>Student 9</i>	11	11	11
<i>Student 10</i>	11	11	11
<i>Student 11</i>	8	10	9
<i>Student 12</i>	10	8	9
<i>Student 13</i>	11	11	11
<i>Student 14</i>	11	11	11
<i>Student 15</i>	10	10	10
<i>Student 16</i>	10	8	9
<i>Student 17</i>	9	9	9
<i>Student 18</i>	9	11	10
<i>Student 19</i>	10	10	10
<i>Student 20</i>	10	10	10
<i>Student 21</i>	10	10	10
<i>Student 22</i>	10	8	9
<i>Student 23</i>	10	12	11
<i>Student 24</i>	10	10	10
<i>Student 25</i>	10	12	11
<i>Student 26</i>	10	10	10
<i>Student 27</i>	10	10	10
<i>Student 28</i>	10	8	9
<i>Student 29</i>	13	13	13
<i>Student 30</i>	10	12	11
TOTAL	308	310	309
AVERAGE	10.27	10.33	10.30

Based on the table above, it can be seen that the total of students' speaking skill at Rater I is 308 and average is 10.27 and Rater II is 310 and average is 10.33. Furthermore, final score of students' speaking skill in pre-test of control class is 309 and average is 10.30. In addition, to know the students' speaking skill score in all aspects can be seen in the following table:

Table IV.4
Students' Speaking Skill Score in All Aspects in Pre-test
of Control Class

NO	SPEAKING ASPECTS	RATER I		RATER II	
		TOTAL SCORE	AVERAGE	TOTAL SCORE	AVERAGE
1	Pronunciation	62	2.07	63	2.10
2	Grammar	60	2.00	61	2.03
3	Fluency	63	2.10	62	2.07
4	Vocabulary	62	2.07	62	2.07
5	Comprehension	61	2.03	62	2.07

Based on the table above, it can be seen that the total score of students' speaking skill in pre-test can be explained that at Rater I, the total score of pronunciation aspect is 62 and average is 2.07, grammar is 60 and average is 2.00, fluency is 63 and average is 2.10, vocabulary is 6 and average is 2.07 and comprehension is 61 and average 2.03. While at Rater II, the total score of pronunciation aspect is 63 and average is 2.10, grammar is 61 and average is 2.03, fluency is 62 and average is 2.07, vocabulary is 62 and average is 2.07 and comprehension is 62 and average 2.07.

c. Writer's Activity

The data were presented as the result of observation conducted by the writer in the class. English teacher of State Senior High School 1 Cerenti Kuansing Regency observed the writer during teaching the students by dialogue technique. The writer presents the result of observation in following table:

Table IV.5
The Percentage of Writer's Activity

No	Writer's Activity	Observation							
		I	II	III	IV	V	VI	VII	VIII
1	Writer teaches new words and structures (vocabulary and grammar)								
2	Writer reads the dialogue at normal speed, once or twice, indicating the different speakers								
3	Writer reads the dialogue again, sentence by sentence and have the students repeat each sentence in groups and individually								
4	Writer asks questions on the dialogue. These questions should test the students' understanding of the meaning of the dialogue								
5	Writer puts key words (cues) or visuals for the dialogue on the board								
6	Writer gets students to continue where the dialogue stops. (a writing or speaking	-	-						

	activity								
7	Writer gets students, working in groups, to compose other dialogues arising from the situation of the dialogue	-	-	-	-				
8	Writer dictates the dialogue and check the spellings.	-	-	-					
Total		5	5	6	7	8	8	8	8
Mean		0,63	0,63	0,75	0,88	1	1	1	1
Percentage		63%	63%	75%	88%	100%	100%	100%	100%

$$\text{Means: } \frac{\sum \text{observationscore}}{\text{writer'sactivity}} = \frac{5}{8} = 0,63$$

$$\text{Percentage: } \frac{\sum \text{observationscore}}{\text{writer'sactivity}} \times 100\% = \frac{5}{8} \times 100 = 63\%$$

Based on the table above, the writer had completed all of the aspects that had been observed. Every aspect improves from observation I until observation VIII. In observation I, the total writer's activity is 5 (63%), in observation II is 5 (63%), in observation III is 6 (75%), in observation IV is 7 (88%), in observation V is 8 (100%), in observation VI is 8 (100%), in observation VII is 8 (100%), and in observation VIII is 8 (100%). This result shows that the writer can use dialogue technique in teaching speaking well.

d. Post-Test of Experiment Class

Table IV.6
Students' Speaking Skill Score in Post-Test of
Experiment Class

SAMPLE	SCORE		
	RATER I	RATER II	FINAL TOTAL
<i>Student 1</i>	14	12	13
<i>Student 2</i>	12	14	13
<i>Student 3</i>	12	12	12
<i>Student 4</i>	13	15	14
<i>Student 5</i>	12	12	12
<i>Student 6</i>	10	12	11
<i>Student 7</i>	12	12	12
<i>Student 8</i>	12	14	13
<i>Student 9</i>	13	13	13
<i>Student 10</i>	12	12	12
<i>Student 11</i>	11	11	11
<i>Student 12</i>	11	13	12
<i>Student 13</i>	12	12	12
<i>Student 14</i>	12	12	12
<i>Student 15</i>	10	10	10
<i>Student 16</i>	12	12	12
<i>Student 17</i>	12	10	11
<i>Student 18</i>	11	13	12
<i>Student 19</i>	12	12	12
<i>Student 20</i>	13	13	13
<i>Student 21</i>	11	11	11
<i>Student 22</i>	14	10	12
<i>Student 23</i>	12	12	12
<i>Student 24</i>	12	10	11

<i>Student 25</i>	13	13	13
<i>Student 26</i>	10	12	11
<i>Student 27</i>	12	12	12
<i>Student 28</i>	12	12	12
<i>Student 29</i>	13	13	13
<i>Student 30</i>	14	14	14
TOTAL	361	365	363
AVERAGE	12.03	12.17	12.10

Based on the table above, it can be seen that the total of the students' speaking skill at Rater I is 361 and average is 12.03 and Rater II is 365 and average is 12.17. Furthermore, final score of students' speaking skill in post-test of experiment class is 363 and average is 12.10. In addition, to know the students' speaking skill score in all aspects can be seen in the following table:

Table IV.7
Students' Speaking Skill Score in All Aspects in Post-test
of Experiment Class

NO	SPEAKING ASPECTS	RATER I		RATER II	
		TOTAL SCORE	AVERAGE	TOTAL SCORE	AVERAGE
1	Pronunciation	65	2.17	69	2.30
2	Grammar	67	2.23	72	2.40
3	Fluency	72	2.40	68	2.27
4	Vocabulary	77	2.57	75	2.50
5	Comprehension	80	2.67	81	2.70

Based on the table above, it can be seen that the total score of students' speaking skill in post-test can be explained that at Rater I, the total score of pronunciation aspect is 65 and average is 2.17, grammar is 67 and average is 2.23, fluency is 72 and average is 2.40, vocabulary is 77 and average is 2.57 and

comprehension is 80 and average 2.67. While at Rater II, the total score of pronunciation aspect is 69 and average is 2.30, grammar is 72 and average is 2.40, fluency is 68 and average is 2.27, vocabulary is 75 and average is 2.50 and comprehension is 81 and average 2.70.

e. Post-Test of Control Class

Table IV.8
Students' Speaking Skill Score in Post-Test of
Control Class

SAMPLE	SCORE		
	RATER I	RATER II	FINAL TOTAL
<i>Student 1</i>	12	12	12
<i>Student 2</i>	10	10	10
<i>Student 3</i>	12	12	12
<i>Student 4</i>	11	11	11
<i>Student 5</i>	10	10	10
<i>Student 6</i>	10	10	10
<i>Student 7</i>	11	11	11
<i>Student 8</i>	11	11	11
<i>Student 9</i>	11	11	11
<i>Student 10</i>	11	11	11
<i>Student 11</i>	10	10	10
<i>Student 12</i>	10	10	10
<i>Student 13</i>	11	11	11
<i>Student 14</i>	11	11	11
<i>Student 15</i>	10	10	10
<i>Student 16</i>	10	10	10
<i>Student 17</i>	10	10	10
<i>Student 18</i>	10	10	10

<i>Student 19</i>	10	10	10
<i>Student 20</i>	10	10	10
<i>Student 21</i>	10	10	10
<i>Student 22</i>	10	10	10
<i>Student 23</i>	10	12	11
<i>Student 24</i>	10	10	10
<i>Student 25</i>	10	12	11
<i>Student 26</i>	10	10	10
<i>Student 27</i>	11	11	11
<i>Student 28</i>	10	10	10
<i>Student 29</i>	13	13	13
<i>Student 30</i>	10	12	11
TOTAL	315	321	318
AVERAGE	10.50	10.70	10.60

Based on the table above, it can be seen that the total of students' speaking skill at Rater I is 315 and average is 10.50 and Rater II is 321 and average is 10.70. Furthermore, final score of students' speaking skill in post-test of control class is 318 and average is 10.60. In addition, to know the students' speaking skill score in all aspects can be seen in the following table:

Table IV.9
Students' Speaking Skill Score in All Aspects in Post-test
of Control Class

NO	SPEAKING ASPECTS	RATER I		RATER II	
		TOTAL SCORE	AVERAGE	TOTAL SCORE	AVERAGE
1	Pronunciation	64	2.13	66	2.20
2	Grammar	62	2.07	63	2.10
3	Fluency	63	2.10	63	2.10
4	Vocabulary	65	2.17	67	2.23
5	Comprehension	61	2.03	62	2.07

Based on the table above, it can be seen that the total score of students' speaking skill in post-test can be explained that at Rater I, the total score of pronunciation aspect is 64 and average is 2.13, grammar is 62 and average is 2.07, fluency is 63 and average is 2.10, vocabulary is 65 and average is 2.17 and comprehension is 61 and average 2.03. While at Rater II, the total score of pronunciation aspect is 66 and average is 2.20, grammar is 63 and average is 2.10, fluency is 63 and average is 2.10, vocabulary is 67 and average is 2.23 and comprehension is 62 and average 2.07.

B. The Data Analysis

Table IV. 10
Calculated Table of Control and Experiment Class

Control Class				Experiment Class			
Student	Pre-test (X_1)	Post-test (X_2)	Difference (x)	Student	Pre-test (Y_1)	Post-test (Y_2)	Difference (y)
1	11	12	1	1	11	13	2
2	10	10	0	2	10	13	3
3	12	12	0	3	12	12	0
4	11	11	0	4	11	14	3
5	10	10	0	5	10	12	2
6	9	10	1	6	10	11	1
7	11	11	0	7	9	12	3
8	11	11	0	8	10	13	3
9	11	11	0	9	10	13	3
10	11	11	0	10	11	12	2
11	9	10	1	11	10	11	1

12	9	10	1	12	9	12	3
13	11	11	0	13	11	12	1
14	11	11	0	14	11	12	1
15	10	10	0	15	10	10	0
16	9	10	1	16	10	12	2
17	9	10	1	17	10	11	1
18	10	10	0	18	10	12	2
19	10	10	0	19	10	12	2
20	10	10	0	20	10	13	3
21	10	10	0	21	10	11	1
22	9	10	1	22	10	12	2
23	11	11	0	23	11	12	1
24	10	10	0	24	10	11	1
25	11	11	0	25	11	13	2
26	10	10	0	26	10	11	1
27	10	11	1	27	9	12	3
28	9	10	1	28	10	12	2
29	13	13	0	29	13	13	0
30	11	11	0	30	9	14	5
$\sum_{=30}^N$	$\sum_{=309}^{X_1}$	$\sum_{=318}^{X_2}$	$\sum_{=9}^x$	$\sum_{=30}^N$	$\sum_{=308}^{Y_1}$	$\sum_{=363}^{Y_2}$	$\sum_{=55}^y$

Based on the table above, it can be found that $\sum N=30$, $\sum X_1=309$, $\sum X_2=318$, $\sum x=9$, $\sum Y_1=308$, $\sum Y_2=363$, and $\sum y=55$.

Furthermore, to find out the means score of control (M_x) and means score of experiment class (M_y) is as follows:

$$M_x = \frac{\sum x}{N}$$

$$= \frac{9}{30}$$

$$M_x = 0.30$$

$$M_y = \frac{\sum y}{N}$$

$$= \frac{55}{30}$$

$$M_y = 1.83$$

Then, finding the variance of control class $(\sum x^2)$ and the variance of experiment class $(\sum y^2)$ is as follows:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$= 9 - \frac{9^2}{30}$$

$$= 9 - \frac{81}{30}$$

$$= 9 - 2.70$$

$$\sum x^2 = 6.30$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

$$= 139 - \frac{55^2}{30}$$

$$= 139 - \frac{3025}{30}$$

$$= 139 - 100.83$$

$$\sum y^2 = 38.17$$

From the analysis above, it was found that the means of control class is 0.30 and the variance is 6.30. While the means of experiment class is 1.83 and the variance is 38.17.

From the finding above, there was difference between the experimental class and control class in term of means, and variance. In order to find out the variance homogeneity of both classes, F value can be calculated in the following:

$$f_{\text{calculated}} = \frac{\text{thegreatervariance}}{\text{thelesservariance}}$$

$$= \frac{38.17}{6.30}$$

$$f_{\text{calculated}} = 6.06$$

The value of $f_{\text{calculated}}$ was compared and the value of f_{table} and dk denominator (30-1=29) and dk counter (30-1=29). Based on the dk dominator 5% is 1.85 and dk counter 1% is 2.41. From the explanation, it was found that $f_{\text{calculated}}$ is higher than f_{table} (1.85 < 6.06 > 2.41). Thereby, it can be said that both of groups' variance are not homogenous.

Then find out t-test statistic.

$$\begin{aligned}
 t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\
 &= \frac{0.30 - 1.83}{\sqrt{\left(\frac{6.30 + 38.17}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}} \\
 &= \frac{-1.53}{\sqrt{\left(\frac{44.47}{58}\right)\left(\frac{2}{30}\right)}} \\
 &= \frac{-1.53}{\sqrt{\frac{88.93}{1740}}} \\
 &= \frac{-1.53}{\sqrt{0.05}} \\
 &= \frac{-1.53}{0.22} \\
 t &= 6.95
 \end{aligned}$$

By observing the data analysis, it can be described that $t_{calculated}$ is 6.95 then to prove whether there is a significance or not, $t_{calculated}$ is turned to $t_{distribution}$ level in alpha decision level (α) 0.05 and the degree freedom 58 ($df = N_1 + N_2 - 2 = 30 + 30 - 2 = 58$). In the degree freedom of 58 was not found in the $t_{distribution}$ so the writer took the nearest degree freedom that was 60. In the degree freedom of 60 was found that $t_{distribution}$ at 5% was 1.671. It can be concluded that $t_{calculated} > t_{distribution}$ ($6.95 > 1.671$). It means that H_a is accepted and

H_0 is rejected. In short, there is significant effect of dialogue technique toward students' English speaking skill at State Senior High School 1 Cerenti Kuansing Regency.

C. The Interpretation of the Data

From the data analysis, the researcher found out that the total means of students' ability in speaking skill of experiment class is 6.30 and control class was 0.30. Based on the calculation of both experimental and control class in the hypothesis testing, it was found that the value of $t_{calculated}$ is higher than $t_{distribution}$ ($6.95 > 1.671$) in alpha decision level (α) 0,05 and the degree freedom ($d.f.$ 60). Consequently, the null hypothesis is rejected. In short, there is significant effect of dialogue technique toward students' English speaking skill at State Senior High School 1 Cerenti Kuansing Regency.

D. The Factors that Influence the Students' Speaking Skill by Using Dialogue Technique

Table IV.11
The Students' Activity in Teaching and Learning Process
Using Dialogue Technique

No	Students' Activity	Observation									
		I	II	III	IV	V	VI	VII	VIII	Total	%
1	Students give attention to the teacher's explanation about dialogue technique	25	25	25	25	30	30	30	30	220	91.67

2	Students learn about the topic given	25	25	25	25	30	30	30	30	220	91.67
3	Students try to receive the goal that explained by the teacher	25	25	25	25	25	25	25	25	200	83.33
4	Students choose their groups directly	30	30	30	30	30	30	30	30	240	100
5	Students make a dialogue and their friends in group not more than 8-10 minutes	20	20	20	20	20	20	20	20	160	66.67
6	Students participate in dialogue and share their ideas	18	18	18	18	18	18	18	18	144	60
7	Students report to the class on the result of dialogue	18	18	18	18	18	18	18	18	144	60
8	Students give attention when teacher gives feedback on grammar or pronunciation problems	25	25	25	25	25	25	25	25	200	83.33
Total		186	186	186	186	196	196	196	196	1528	79.58
Percentage		77.5	77.5	77.5	77.5	81.67	81.67	81.67	81.67		

$$\text{Percentage: } \frac{\sum \text{observationscore}}{\text{writer'sactivity}} \times 100\% = \frac{186}{240} \times 100 = 77.5\%$$

Based on the table above, it can be known that the factors that influence the students' speaking skill by using dialogue technique are as follows:

1. Students give attention to the teacher's explanation about dialogue technique. After observing for eight times, the total score is 220 (91.67%).
2. Students learn about the topic given. After observing for eight times, the total score is 220 (91.67%).
3. Students try to receive the goal that explained by the teacher. After observing for eight times, the total score is 200 (83.33%).
4. Students choose their groups directly. After observing for eight times, the total score is 240 (100%).
5. Students make a dialogue and their friends in group not more than 8-10 minutes. After observing for eight times, the total score is 160 (66.67%).
6. Students participate in dialogue and share their ideas. After observing for eight times, the total score is 144 (60%).
7. Students report to the class on the result of dialogue. After observing for eight times, the total score is 144 (60%).
8. Students give attention when teacher gives feedback on grammar or pronunciation problems. After observing for eight times, the total score is 200 (83.33%).

Based on the findings above, it can be known that most factors that influence the students' speaking skill by using dialogue technique are as follows:

1. Students give attention to the teacher's explanation about dialogue technique. After observing for eight times, the total score is 220 (91.67%).
2. Students learn about the topic given. After observing for eight times, the total score is 220 (91.67%).
3. Students try to receive the goal that explained by the teacher. After observing for eight times, the total score is 200 (83.33%).
4. Students choose their groups directly. After observing for eight times, the total score is 240 (100%).
5. Students give attention when teacher gives feedback on grammar or pronunciation problems. After observing for eight times, the total score is 200 (83.33%).

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with students' speaking skill of the second year at State Senior High School 1 Cerenti Kuansing Regency by using dialogue technique.

A. Conclusion

The research finding can be concluded that In the first formulation of the problem, is there any significant effect of using dialogue technique toward students' English speaking skill at State Senior High School 1 Cerenti Kuansing Regency? It can be answered that there is significant effect of using dialogue technique toward students' English speaking skill at State Senior High School 1 Cerenti Kuansing Regency. This statement can be seen from the result of t-test is 6.95 higher than $t_{distribution}$ (6.95 > 1.671) in alpha decision level (α) 0,05 with the degree freedom (*d.f.* 60). It means that H_0 is rejected and the H_a is accepted. In other word, dialogue technique can improve the students' English speaking skill at State Senior High School 1 Cerenti Kuansing Regency.

In the second formulation, what are the factors influence dialogue technique toward students' English speaking skill at State Senior High School 1 Cerenti Kuansing Regency? It can be answered that the most factor that influence the students' speaking skill using dialogue technique are 1) Students give attention to the teacher's explanation about dialogue technique. After observing for eight

times, the total score is 220 (91.67%), 2) Students learn about the topic given. After observing for eight times, the total score is 220 (91.67%), 3) Students try to receive the goal that explained by the teacher. After observing for eight times, the total score is 200 (83.33%), 4) Students choose their groups directly. After observing for eight times, the total score is 240 (100%) and 5) Students give attention when teacher gives feedback on grammar or pronunciation problems. After observing for eight times, the total score is 200 (83.33%).

B. Suggestions

1. Suggestion for the Teacher

The writer hopes to English teacher to choose the effective technique to increase students' speaking skill. Related to the result of the research, the researcher offers some suggestions are as follows:

- a. From the observation and supported by Iruio Suzanna, dialogue technique can give the students chance to apply their skill in speaking. Therefore, the students are able to show their ideas or opinions in speaking. It is suggested that English teacher can adopt and apply this technique in order to improve the students' speaking skill.
- b. English teacher should have various techniques in teaching and learning process especially in teaching speaking.

2. Suggestions for the Students

- a. From the Brown's explanation speaking is a tool to communicate so the students may realize to communicate in English if they want to succes in their learning.
- b. The students may participate in dialogue seriusly and as much as possible to train their speaking in English.
- c. The students may share their ideas or opinion to the others spontaneously in sepaking.

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